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ABSTRACT

Research on teaching effectiveness is discussed, along with initiatives to improve the quality of teaching in business and management schools and colleges. Responses to a survey on teaching effectiveness are examined to identify perceptions of 427 undergraduate and graduate business students. In addition, results of a survey of 79 business and management faculty members concerning their training as a teacher are summarized. Student rankings of the teaching in 10 types of courses revealed that teaching in business/management courses was ranked relatively low (eighth) in quality. The faculty survey found that only two teachers had received any formal teacher training or development as part of their doctoral program in management or business administration. Only three of the faculty taught in business/management colleges that provided ongoing inservice teacher training and development programs. The following recommendations are offered: toughen accreditation standards, develop voluntary programs, change the promotion and tenure process, develop incentives and rewards to meaningfully encourage and reward teaching excellence, and develop better methods and procedures for evaluating teaching effectiveness. (SW)

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Teaching: The Missing (and Critical) Dimension in Management Education

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TEACHING: THE MISSING (AND CRITICAL)
DIMENSION IN MANAGEMENT EDUCATION

Having been involved in the process that many have come to affectionately refer to as academic gamesmanship for many years now, an important thought occurs with increasing frequency of late--the irony of spending so much time and money getting "terminally qualified" faculty on the podium, while so little time and attention is given to what they should do and how they should do it when they get there.

In short, the quality of instruction and teaching found in management and business education today is, and perhaps always has been, sorely lacking. In a 1983-84 study of comparative teaching effectiveness entitled "Comparative Teaching Effectiveness Survey," 427 graduate (MBA) and undergraduate business students were asked the following questions:

Comparative Teaching Effectiveness Survey Questions

I. In thinking back over your education, at the College and University level, how would you rank order the teachers (in terms of their teaching abilities, effectiveness, and skill, etc.) that you have had in the following academic areas? Please rank order by placing a "1" in the space next to the academic courses in which you thought the teachers were the best, a "2" in the space next to those courses in which the teachers were next best and so on. If you have an academic major or have had a substantial number of courses in areas not listed below, please list those academic disciplines in the other categories provided below:

II. Think of the University or College professor that you once had for a class and you consider to be the best teacher you ever had. What type of a course did you take from him/her (i.e. Business, English, etc.)?

_____
(please specify)

What made this person such an outstanding teacher? (please elaborate)

III. As you understand it, which of the following factors are most important in determining the advancement, tenure, and compensation of professors in general and business faculty in particular? Rank order by placing a "1" in the space next to the most important factor and so on.

_____Teaching

_____Research and Publication

_____Helping, Assisting, and Advising Students

_____Community Service

Other_____
(please specify)

IV. It has often been said that "tenure is the worst thing that ever happened to higher education." On a scale of "1" to "10", with "1" meaning strongly disagree and "10" meaning strongly agree, what is your reaction to that statement? Please place only one "X" on the scale.

/___/___/___/___/___/___/___/___/___/___/

Strongly Disagree — Disagree — Not Sure — Agree — Strongly Agree

With respect to Question I above, the following were the rank orderings of teaching excellence for the ten most frequently mentioned types of courses taken by the respondents; with the lower scores indicating greater excellence in teaching, as perceived by the students, and visa versa:

Question I Survey Results

Types of Courses	Average Ranking Score
Education courses	2.95
Social/Behavioral Science courses	4.15
Math courses	4.35
Engineering courses	4.44
English courses	4.94
Humanities courses	5.06
Political Science courses	5.57
Business/Management courses	5.81
Accounting courses	5.84
Biological/Life Sciences courses	6.23

Of particular interest here is the fact that the quality of teaching in business/management courses was ranked seventh out of ten - indicating a substantial need for improvement in comparison with the quality of teaching in other types of academic disciplines and courses.

With respect to Question II, teachers or professors from the following five types of courses were most frequently listed:

Question II Survey Results

Types of Courses	Ranking	Percent of Respondents Listing
Education	1	32%
Humanities	2	25%
Social/Behavioral Sciences	3	19%
Engineering	4	9%
English	5	8%
Misc./Others	6	7%

Of particular importance here is the fact that Business/Management types of teachers and courses were not ranked as being among those types of courses that were most skillfully and effectively taught - and in fact business/management teachers/professors were seldom mentioned in answer to this question - again indicating the need for substantial improvement in teaching excellence in business/management education.

With respect to Question III, the average rank order responses of the responding business students were as shown below:

Question III Survey Results

Factor	Average Rank Order
Research and publication	1.57
Teaching	2.33
Helping, assisting and advising students	2.81
Community service	3.38

Of particular importance here is the fact that there is an apparent recognition and realization on the part of students that they, the students, and the quality of instruction that they receive, are not the most important considerations in promotion, tenure, and compensation decisions made by the administrators and appropriate committees of colleges and schools of business and management.

With respect to Question IV, the average response of all respondents on a 10 point scale, with a "10" indicating strong agreement with the statement, and "1" indicating strong disagreement with the statement, was 7.238 indicating that

there is considerable sentiment, at least among the students responding to this survey, that tenure, as an institution, has had and continues to have a negative impact on the quality of teaching excellence in higher education in general, and in business and management education in specific.

Collectively, the above results suggest, very strongly, a substantial need for improvement in the quality and effectiveness of teaching in business and management education as compared to other academic disciplines, courses, and professors or teachers. That is not to say that there are no good teachers in the schools and colleges of business and management across the country because there are certainly many excellent teachers to be found therein. Rather, that those business and management faculty who have succeeded in developing attributes and qualities of teaching excellence have often done so in spite of the institutional system and environment in which they work.

A key, it would seem, in finding a way to more broadly disperse the attributes and characteristics of teaching excellence in business and management education lies in the source of the problem and developing solutions for the problem and its symptoms:

THE PROBLEM SOURCE

Virtually no doctoral program in management or business administration provides any formal "teacher development" training for students. And few business or management colleges and schools provide on-going inservice teacher training and development programs.

A close look at the "Catch 22" of academic gamesmanship in management education today clearly reveals that while many of the "correct mechanical steps" to effective teaching have been taken (i.e. greater student and community input in curriculum decisions and development, course and instructor evaluations, and distinguished teaching awards), effective teaching does little to place one in

the "academic winners circle." The reasons? Perhaps because so little meaningful time has been spent on the quality of teaching in management education that we, in management education, simply no longer know, or worse yet, never did know what good teaching is.

Whatever the precise reason(s), far too many terminally qualified faculty enter the classroom ill prepared to perform the very activity that would help business and management schools graduate better qualified students. And even less attention is paid to developing teaching skills in faculty after they are on-board. There are, in fact, few "in-service" teacher/faculty development programs to be found anywhere in any business or management program of any consequence.

The mystical assumption that "terminality" in education equates with ability to teach is compounded by the "understood" conception that it is somehow beneath the dignity of a "PhD-type" to have to stoop to the level of faculty teacher development--learning how to teach. This is an oversight that must surely be corrected before management education teeters slowly over the edge.

THE MISSING LINK

The story is told of Aristotle, perhaps one of the greatest of all teachers, who upon being approached by an anxious and somewhat arrogant young student who desired to study under the old master, was asked to follow Aristotle. As they walked on for miles in silence, the young man began to wonder whether he had made a mistake. But soon they arrived at the seashore and Aristotle bid the young man to follow him as he waded into the surf until they were chest deep in water.

Aristotle then grabbed the young man's head and pushed him under the water. After what seemed an eternity, he allowed the young man to surface, gasping for air. He then told the young man that when he wanted to learn as badly as he had

wanted air when he was under the water, he should return to make his request of Aristotle again. Aristotle then walked off leaving the baffled young man standing in the surf. It wasn't until two years later that the young man returned, ready to study and learn at the feet of the master.

The moral of this story is simple. Aristotle understood what all great teachers have always known--that students are not taught--they must learn for themselves. Good teachers do not "teach"; they help students to "learn"--a concept little understood and too seldom practiced by many instructors and professors in the schools and colleges of business and management.

AN EMPIRICAL STUDY

As a part of a longitudinal study entitled "Innovative and Non-Traditional Teaching Methods In Business," (begun in the late 1970's and continuing today) designed to gather information on teaching methods in business among the colleges and schools of business and management around the country, responding business and management faculty members were asked to indicate whether:

(1) they had had any formal teacher training and development as a part of their "PhD level" programs.

(2) the college or school of management and business to which they belonged had any form of formal in-service teacher training and development program.

Figure I below provides a summary of the responses. Of the 53 responding schools or colleges and the 79 individual faculty respondents from a survey mailed to 184 separate business/management schools around the country, only two respondents had received formal teacher training and development as a part of their "PhD programs" and only three of the respondents reported working for a college or school that conducted any semblance of an in-service teacher training and development program.

Response Summaries

	Did you receive any formal teacher training and development in the course of your doctoral program?		Does your present employer (college or school of business or management) have a formal in-service, teaching training and development program?	
Yes	2	2.5%	3	3.8%
No	77	97.5%	76	96.2%

The results of the above portion of the aforementioned study certainly leave much to be desired. Perhaps the following recommendations and suggestions designed to help improve the quality of teaching in management education would be well worth considering.

TOUGHEN ACCREDITATION STANDARDS

One way to improve the quality of teaching, particularly among business and management schools and colleges that are either AACBS Accredited, or perhaps even regionally accredited, would be to require:

(1) that such schools or colleges conduct formal teacher training and development programs on a regular basis--at both pre-PhD levels and in-service levels and

(2) that all faculty attend such programs at some pre-established minimal level of acceptance.

There are currently no such specific AACSB standards. Such a simple change in accreditation standards could, and probably would, have an enormous positive impact on the quality of business and management education across the country.

DEVELOP VOLUNTARY PROGRAMS

Short of the ability to affect meaningful accreditation changes, any school or college of business or management could also:

(1) develop meaningful teacher training and development programs--especially as a part of a PhD programs designed to educate the business and management professors of the future.

(2) develop meaningful in-service teacher training and development programs for existing faculty.

There are always the select few individuals and/or organizations who lead the pack in innovation and creativity applied to solve problems not yet recognized and dealt with institutionally. So it is also with the issue of teaching education. Any school or college of business or management cognizant of the problem, can with a little innovation and creativity, develop a voluntary program designed to remedy this defect in management and business education.

CHANGE THE PROMOTION AND TENURE PROCESS

In order for the quality of teaching in business and management schools and colleges to change materially, the promotion and tenure process at many business schools and colleges must be re-examined in light of the following:

(1) teaching and teaching effectiveness often take a "back seat" to other criterion, such as research and writing, in the making of promotion and tenure decisions. That is not to say that research and writing are not important but only that a balance needs to exist so as not to handicap the quality of teaching.

(2) the tenure process itself often protects teaching incompetence and facilitates slothfulness over time. A method of constantly updating and encouraging the development and growth of teaching skills, such as in-service teacher development program discussed earlier needs to be developed and more fully utilized.

DEVELOP INCENTIVES AND REWARDS TO MEANINGFULLY ENCOURAGE AND REWARD TEACHING EXCELLENCE

In addition to the impact of tenure and promotion policies on teaching effectiveness, compensation policies and incentives and rewards practices are of paramount importance. In virtually all employment situations, including those of university faculty, people devote time and attention to those areas of the job where the payoff, both financially and otherwise, is the greatest.

And the fact is that in the vast majority of business and management schools and colleges there is no meaningful way of relating compensation, financial or otherwise, to teaching effectiveness. There is a great need here, as in the area of tenure and promotion policy, to re-examine the personnel and

compensation policies and practices of the nation's business and management schools--with an eye toward establishing policies that are more conducive to teaching excellence.

DEVELOP BETTER METHODS AND PROCEDURES FOR EVALUATING TEACHING EFFECTIVENESS

One of the very real difficulties encountered in the quest for teaching excellence in business and management education is to be found in the difficult methodological questions surrounding the evaluation of teaching effectiveness. Beacuase without measurable standards of performance there can be little chance for improvement in teaching effectiveness. What is needed here, perhaps as a part of both pre-PhD and in-service teacher development programs, is a more careful examination of the methodological issues surrounding the validity and reliability of various approaches to the evaluation of teaching effectiveness. Once reliable and valid methods of evaluating teaching practices have been developed, measureable and meaningful standards of performance can be established, with improvement forthcoming in most instances.

CONCLUSION

The above are but a few of the things that could be done to improve the quality of teaching in business and management schools and colleges around the country. The intent of this article has been (1) to draw attention to a problem in management and business education today - the relative absence of teaching excellence, (2) to suggest some of the reasons for or causes of the problem and (3) to recommend several possible solutions. If this article has prodded the imaginations and stimulated the thinking of management and business educators and administrators on this important topic then it has done what was intended.

The question might well be put to those involved in management and business education: Where are our Aristotles? The answer? Few and far between! The solution? It lies in the hands of those closest to the problem--the administrators and faculty in America's business and management colleges and schools. What shall be our response? Only time will tell! The future relevance on obsolescence of business and management education may well hang in the balance.